

CAMROSE PRIMARY SCHOOL
Equality Action Plan 2023-2026

Action	Steps to be taken	Person/s responsible	Monitoring
To use performance data to monitor pupil achievement and respond to variations between groups of pupils, subjects, key stages, trends over time and comparisons with other schools.	<ul style="list-style-type: none"> • Collate and analyse pupil attainment by target groups • Targeted intervention put in place to improve • Monitor attainment of target groups. • Pupil Premium strategy in place. • SEND provision map in place. • Curriculum adapted where required 	All staff	On going
Promotion of cultural understanding and awareness of different religious beliefs between different ethnic groups within our community	<ul style="list-style-type: none"> • Ensure RE curriculum targets a 'sense of belonging' and respect for religious differences. • Provide Themed Days that address local, national and international culture and events • Assemblies 	RE Lead Teachers & HLTA's	
The systems in place to monitor hate incidents, hate crimes, discrimination, bullying or harassment, if used, have been successful	<ul style="list-style-type: none"> • My Concern in place to rigorously track incidents • All behaviours reported to Govs termly via detailed behaviour and safeguarding report 	All Staff	Ongoing
The school has considered its role in serving the needs of any groups new to the community, and where appropriate has worked with others to meet these needs	<ul style="list-style-type: none"> • Pastoral and Admin teams work closely to support the families. • School seeks professional advice as needed. • Extended services information sharing with other professionals. • Use of translation tools 	All staff	
Consider accessibility arrangements across the school for students; staff and visitors with disabilities, including access to specialist teaching areas.	<ul style="list-style-type: none"> • Consider accessibility when planning educational visits or workshops • Consider alternative arrangements to ensure inclusion in all aspects of school life and extracurricular events • Adaptations are made where necessary to ensure all pupils can participate 	Headteacher	Ongoing
Governors are able to identify examples where British values, different cultures, religions and beliefs are respected and appreciated	<ul style="list-style-type: none"> • Through school visits Governors monitor: <ul style="list-style-type: none"> ❖ Curriculum Design ❖ Learning walks ❖ Discussions with children 	Governors	On going
The governing body knows how	<ul style="list-style-type: none"> • Governing aware of vulnerable groups 	Governors	

the school tracks relative underachievement by race, disability and gender, and how successful this has been	<ul style="list-style-type: none">• Termly review of attainment and progress data	Headteacher	